



**THE USE OF THEMATIC MAP  
TO IMPROVE STUDENTS' VOCABULARY MASTERY  
(A Classroom Action Research for the Seventh Grade Students  
of MTs DaarusySyifa Kudus in the Academic Year 2014/2015)**

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TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
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**Presented to the University of Muria Kudus  
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in English Education**

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## MOTTO AND DEDICATION

### MOTTO

- ❖ Your succes will be a great satisfaction to your parents.
- ❖ Allah will never change the condition till the people change it by themselves.
- ❖ Today must be better than yesterday.

### DEDICATION

This skripsi is dedicated to:

- ❖ Her beloved parents (Mr. Noor Sarah and Mrs. Ernawati)
- ❖ Her beloved young brother (Rahmat Santoso)
- ❖ Her beloved someone (Dian Andriawan, A.Md)
- ❖ All of her best friends
- ❖ All of her friends in English Education Department

### ADVISORS' APPROVAL

This is to certify that the skripsi of Ratnawati (201032174) has been approved by the skripsi advisors for further approval by the Examining Committee.

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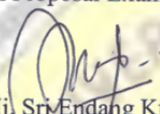


### EXAMINER'S APPROVAL

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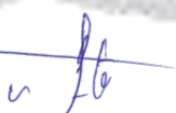
  
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Kudus, February 2015

Ratnawati





## ABSTRACT

Ratnawati.2015.*The Use of Thematic Map to Improve Students' Vocabulary Mastery (A Classroom Action Research for the Seventh Grade Students of MTs Daarusy Syifa Kudus in the Academic Year 2014/2015)*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Dra. Sri Endang Kusmaryati, M.Pd., (2) Fajar Kartika, S.S. M.Hum.

**Key words:** Vocabulary, Thematic Map

English teaching involves four language skills. They are listening, speaking, reading and writing. In teaching and learning a language for young learners, there are three aspects that support four skills above. The language components are vocabulary, spelling and pronunciation. Those language components are also taught in English teaching and learning in the classroom. Mastery of vocabulary is the most fundamental thing that must be mastered by students in learning English constitutes a foreign language for them. When the students have good mastery of vocabulary, it will automatically be supporting the achievement of four language skills. The other way, without have good mastery of vocabulary the students will get difficulties to achieve those language skills. Based on the writer's observation in MTs Daarusy Syifa, the writer found that the English teacher still uses teacher centered learning methods. It was proven by the domination of the teacher during the teaching and learning process. It makes the students feel bored and get difficulties to memorize the words that they have learned before. The English teacher also always in front of class and sit in her chair. It makes the students who sit in back side do anything they want. They don't give attention to the teacher explanation. According to the English teacher of MTs Daarusy Syifa, the students are still poor at the mastery of vocabulary and structure. It led they feel difficult to speak or write in English

The purpose of this research is to find out whether thematic map can improve the students' vocabulary mastery of the seventh grade students of MTs Daarusy Syifa in the academic year 2014/2015. But in specific, the purpose of the research is to get information about: (1) The implementation of teaching vocabulary to the seventh grade students of MTs Daarusy Syifa by using thematic map, (2) The vocabulary mastery of the seventh grade students of MTs Daarusy Syifa by using thematic map, (3) The response of the seventh grade students of MTs Daarusy Syifa towards teaching vocabulary by using thematic map.

The writer uses classroom action research design. Subject of this research is all of the seventh grade students of MTs Daarusy Syifa Kudus in the academic year 2014/2015.

The average score of achievement test of vocabulary mastery by using thematic map in cycle I is 74.5%. In cycle II, The average score of achievement test of vocabulary mastery by using thematic map is 85.11%. So, there is an improvement of students' vocabulary mastery. Beside that, teacher's and students' activities have a good improvement. Also, students' response about thematic map as a media of teaching English vocabulary is good. By using thematic map, the students do not feel bored and feel enjoy in teaching learning process. The students easier to understand the English lessons and remember English vocabulary. The students also get so many new vocabularies during learning by using thematic map.

Based on that result, the writer suggests that the English teacher use thematic map as an alternative media to improve students' vocabulary mastery.



## RINGKASAN

Ratnawati.2015.*Penggunaan Thematic Map untuk Meningkatkan Kemampuan Kosakata Murid (Penelitian Tindakan Kelas untuk Kelas Tujuh MTs Daarusy Syifa Kudus Tahun Ajaran 2014/2015)*. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dra. Sri Endang Kusmaryati, M.Pd., (2) Fajar Kartika, SS. M.Hum.

**Kata Kunci:** Kosakata, Thematic Map

Pengajaran Bahasa Inggris menyangkut empat kemampuan bahasa. Empat kemampuan bahasa itu adalah mendengarkan, berbicara, membaca dan menulis. Dalam pengajaran dan pembelajaran bahasa untuk pelajar muda, ada tiga aspek yang mendukung empat kemampuan di atas. Komponen bahasa tersebut adalah kosakata, pengejaan, dan pengucapan. Komponen bahasa tersebut juga di ajarkan dalam pengajaran dan pembelajaran dikelas. Penguasaan koakata adalah hal yang paling pokok yang harus dikuasai oleh murid dalam belajar Bahasa Inggris sebagai bahasa asing untuk mereka. Ketika murid mempunyai penguasaan kosakata, itu secara otomatis akan menjadi pendukung pencapaian empat kemampuan bahasa. Sebaliknya, tanpa mempunyai penguasaan kosakata yang bagus, murid akan kesulitan untuk mencapai empat kemampuan bahasa tersebut. Berdasarkan observasi yang dilakukan oleh penulis di MTs Daarusy Syifa, penulis menemukan bahwa guru Bahasa Inggris masih menggunakan metode pembelajaran berpusat pada guru. Itu menunjukkan bahwa guru lebih mendominasi selama proses pengajaran dan pembelajaran. Itu membuat murid merasa bosan dan kesulitan untuk mengingat kata-kata yang telah mereka pelajari sebelumnya. Guru Bahasa Inggris juga selalu berada di depan kelas dan duduk di kursinya. Itu membuat para murid yang duduk di belakang melakukan apapun sesuka hatinya. Mereka tidak memperhatikan penjelasan guru. Berdasarkan guru Bahasa Inggris MTs Daarusy Syifa, para murid masih memiliki penguasaan kosakata yang rendah. Itu membuat mereka sulit untuk berbicara dan menulis dalam Bahasa Inggris.

Tujuan dari penelitian ini adalah untuk menemukan apakah thematic map bisa meningkatkan penguasaan kosakata murid kelas tujuh MTs Daarusy Syifa tahun ajaran 2014/2015. Tapi lebih spesifiknya, tujuan dari penelitian ini adalah untuk mendapatkan informasi tentang: (1) penerapan pengajaran kosakata pada murid kelas tujuh MTs Daarusy Syifa dengan menggunakan thematic map, (2) penguasaan kosakata pada murid kelas tujuh MTs Daarusy Syifa dengan menggunakan thematic map, (3) respon murid kelas tujuh MTs Daarusy Syifa terhadap pengajaran kosakata dengan menggunakan thematic map.

Penulis menggunakan model penelitian tindakan kelas. Subjek penelitian ini adalah semua murid kelas tujuh MTs Daarusy Syifa Kudus tahun ajaran 2014/2015. Nilai rata-rata tes pencapaian penguasaan kosakata dengan menggunakan thematic map pada siklus I adalah 74,5%. Pada siklus II, nilai rata-rata tes pencapaian penguasaan kosakata dengan menggunakan thematic map adalah 85,11%. Jadi, ada peningkatan dari penguasaan kosakata murid dengan menggunakan thematic map. Disamping itu, kegiatan guru dan murid mengalami peningkatan yang bagus. Juga respon yang baik dari murid tentang thematic map sebagai media pengajaran kosakata Bahasa Inggris.

Dengan menggunakan thematic map, murid tidak merasa bosan dan merasa nyaman selama proses belajar mengajar. Para murid lebih mudah untuk memahami pelajaran Bahasa Inggris dan dengan mudah mengingat kosakata Bahasa Inggris. Para murid juga mendapatkan banyak kosakata baru selama pembelajaran menggunakan thematic map.

Berdasarkan hasil tersebut, penulis menyarankan guru Bahasa Inggris untuk menggunakan thematic map sebagai media alternatif untuk meningkatkan penguasaan kosakata murid.





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